DOCUMENT RESUME

ED 097 081 JC 740 404

AUTHOR	Burger, Vernon K.; Jelfo, Donald T.
TITLE	Design and Implementation of a Governance Structure at the Faculty-Administrative Interface.
INSTITUTION	Nova Univ., Fort Lauderdale, Fla.
PUB DATE	15 Jan 74
NOTE	30p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	College Faculty; *Community Colleges; *Decision Making; Doctoral Theses; *Governance; Post Secondary Education; Practicums; *Teacher Administrator Relationship; *Teacher Participation
IDENTIFIERS	*Cuyahoga Community College

ABSTRACT

This practicum report deals with a governance problem at the Eastern Campus of Cuyahoga Community College in its third year of operation. The problem was a result of the absence of positions at the faculty/administration interface and the interdisciplinary housing of the faculty. Position papers of task groups made up of an administrator and two faculty members were analyzed. The analysis provided a list of administrative responsibilities related to five goal areas of the college, as follows: (1) academic preparation for advanced formal study, (2) career preparation, (3) community services, adult education, (4) general education, and (5) education and occupational counseling, student personnel service. Recommendations made by the practicum participants are: (1) interdisciplinary housing should be retained; (2) two types of leadership positions, with different job descriptions should be established--cluster leader and division or program leader; (3) an extensive inservice program should be implemented; and (4) a committee composed of representatives of each of the campus constitutencies should be established. (DB)

JC740404

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 097081

BEST COPY AVAILABLE

DESIGN AND IMPLEMENTATION OF A GOVERNANCE STRUCTURE AT THE FACULTY - ADMINISTRATIVE INTERFACE

by

Vernon K. Burger, M.A.

Donald T. Jelfo, M.A.

Cuyahoga Community College, Eastern Campus

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

January 15, 1974

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
II.	BACKGROUND AND SIGNIFICANCE	1
	The Situation at Eastern (1)	
	Basic Assumptions (4)	
	Review of Literature (5)	
III.	PROCEDURES	13
IV.	RESULTS	16
V.	RECOMMENDATIONS	20
VI.	PERSONAL SUMMARIES	25

I. INTRODUCTION

This practicum report deals with a governance problem at a campus in only its third year of operation. The problem stemmed from two sources, a lack of administrative positions at the faculty-administrative interface and interdisciplinary housing of faculty. While both of those conditions were the result of the Campus President's conscious decision and desire to maintain an open, flexible environment, they created strong faculty dissatisfaction and anxiety. More specifically, faculty expressed criticism and concern for the extensive list of responsibilities of the Dean of Instruction; the absence of division, department, or assembly heads; and the lack of faculty involvement in administrative decisions. The goal of this practicum was to develop and propose an administrative organization that would attack the problems perceived by the faculty. The report outlines the practicum participants' theoretical assumptions concerning desired community college characteristics, including governance structure and processes. On the basis of those assumptions and the unique goals of the college involved, recommendations and methods of implementation for the development of a new administrative organization, including task descriptions, have been formulated and listed.

II. BACKGROUND AND SIGNIFICANCE

The Situation at Eastern

The Eastern Campus of Cuyahoga Community College opened in September, 1971, as the third member of an eight year old multi-

campus community college. The Eastern Campus at that time employed nineteen full-time and about fifty part-time faculty. In two years the number of full-time faculty has grown to thirty-six, while the number of part-time faculty has increased to about 140. The administrative structure for the campus has been maintained at a minimal level. The administrative staff is composed of the President and five functionally defined second echelon administrators: a Dean of Instruction, a Dean of Administrative Services and Curriculum Development, a Director of Community Services and Continuing Education, a Director of Counseling, Admissions, and Records, and a Director of Financial Aid, Placement, and Student Activities. There are no positions at the faculty-administration interface such as division or department heads despite the growth of faculty and student populations.

Complicating the problems that have been created by this lack of administrative-faculty positions is the faculty housing pattern in existence at Eastern Campus. Unlike the other campusses in the College, the Eastern faculty are housed in interdisciplinary assemblies rather than the traditional departmental or divisional arrangement. The President of the Campus believes that interdisciplinary housing often creates a more creative, interactive, and open climate; and it was through his insistence that the Campus experimented with the existing arrangement. His most recent prior administrative experience was at a community college that housed faculty in interdisciplinary assemblies. From his perspective, the

experience was a good one. The college was decentralized and students were able to identify with a particular segment of the college as a home base. Thus, the scale of the college was reduced.

The experience of two years under this organizational and housing pattern has resulted in the conscious definition of a number of problem areas. At a Faculty Senate meeting held during the week prior to the start of the Fall Quarter, 1973, the following problems were indentified by faculty as areas needing immediate attention:

1. Selection and evaluation of full-time and part-time faculty. Faculty has insufficient role in selection. The Dean of Instruction, at present, is responsible for all evaluations of full-time faculty.
2. Recruitment of all full and part-time faculty is handled entirely by the Dean of Instruction.
3. Textbook selection is poorly coordinated.
4. The Dean of Instruction is responsible for supervision of curriculum (i.e. development, maintenance, evaluation, and revision). The Dean of Curriculum, at present, devotes his entire energies to the development of new career programs.
5. The Dean of Instruction handles all scheduling of classes.
6. The faculty plays a limited role in the budget process. The instructional budget is handled mainly by the Dean of Instruction.
7. The development of a gnereal education program, one of the purposes of the college, has received no attention in two years.
8. There is inadequate coordination of part-time faculty and of the evening program.
9. There is a lack of communication between the various units of the college and faculty assemblies.
10. A sizable portion of the faculty dislikes the interdisciplinary housing.
11. The in-service program, despite good intentions, has been a failure. More faculty input in the program is needed. At present, it is led or misled by the Dean of Instruction.

12. The roles of counseling in the educational process are either undefined or misunderstood.

(1)

While it is doubtful that all of those perceptions were completely accurate, they did reveal genuine discontents; and faculty attributed their existence to the aforementioned causes. The Campus President, while not accepting faculty perception as fact, agreed that a number of positions at the faculty-administrative interface were needed to facilitate the attainment of the College's purposes and goals and to attack the unique problems that interdisciplinary housing creates. One of the goals of this practicum was to analyze these problem areas in relation to the Campus's educational program and to recommend and develop mechanisms to deal positively with these problems.

Basic Assumptions

After a review of some of the literature of college governance, the practicum participants made four major assumptions that guided their behavior in the committee that was established to investigate the problem and their thinking in the recommendation of solutions. They are:

1. Interdisciplinary housing should be retained. It appears to offer the best way to create student-centered curriculum and instruction. While not all Eastern Campus faculty believe this to be true or even a proper goal, it was believed that increased efforts to communicate its value would be effective.
2. The administrative structure should be flexible and functionally defined. It must be able to change as society's demands upon the college change.
3. The administrative structure must support the established campus commitment to instructional

4. The new administrative positions must include tasks that relate to all the college's goals. An integrated participatory administrative pattern should be established.

Review of Literature

Concerning the assumptions about faculty housing, investigations were made into the strengths and weaknesses of departmental housing. According to Paul Dressel "the department is an excellent - perhaps the best possible - organization for the professor concerned with research, graduate education, and national recognition." (2) By tracing the history of departmentalization he found that the most significant force for departmentalization was the increase in knowledge and its gradual organization into disciplines. Additional forces were the creation of vocational specialties, the demise of the unitary classical curriculum, the demand for alternative programs for the undergraduate, and the growth of graduate study and research. (3) Dressel and others, however, contend that the department is not the best way to organize faculty dedicated to general and liberal arts education for the undergraduate.

Algo Henderson, in his review of current liberal arts programs, adopts a position similar to Dressel's. "The departments erect walls that militate strongly against intercommunication, both on college business and in discussion of knowledge with the faculty of other departments. For the student this means that interdisciplinary study is inhibited." (4)

He and Gerry Graff point to the fact that the explosion of knowledge in the post World War II world has not been occuring wholly within departmental walls. According to Graff, "no discipline is an island unto itself, the boundaries of disciplines are not logical boundaries." (5) Education as it is presented today, fragmented and isolated within specialized departments, is less and less able to provide a student with a coherent grasp of his own experience. The existence of institutes, centers, cluster colleges, and other non-departmental structures emphasizes that point and leads one to the obvious conclusion that departments are not the only way to organize a college. Graff contends that an advantage of the cluster college is that it can more easily offer alternative programs which are consonant with the wide range of individual differences in students than can the traditional departmental form of organization. (6) In addition, James Rice has commented that most educational experiments fail because the structures which contain them are not flexible enough to accomodate change. (7) Becuase Eastern Campus is committed to innovation and experimentation, it requires a housing and administrative pattern that facilitates and encourages these processes. The department apparently does the opposite.

The strongest argument against departments is that its strengths are in areas of little concern to the comprehensive community college. Its areas of weakness are, in fact, the main concerns of the community college. The Eastern Campus

of Cuyahoga Community College is committed to offering a broad overview of knowledge, not specialization. One of its major responsibilities is the provision of a program of general education. This is defined as "the importing of the knowledge, skills, and attitudes needed by each individual if he is to be effective as a person, as a member of a family, as a worker, and as a citizen in a free society." (8) Divisional or interdisciplinary housing has established a more interactive, creative climate for the development of such a program. The strengths of faculty academically prepared in different disciplines can be pooled in the identification, solution, and teaching of socially relevant themes that lie beyond the boundaries of a single discipline. Interdisciplinary housing also allows and encourages more informal communication between faculty members that is aimed at instruction rather than subject matter.

Decentralization that serves the needs of students can also be accomplished by interdisciplinary housing of faculty. The advantages of decentralization are its ability to reduce the size of an institution and thereby attack the problems of participation in college governance, quality of education, the bureaucratization of college life, and its consequent impersonality. (9) If a student were able to identify with a particular grouping of faculty and area of the campus, to associate with faculty on an informal basis in addition to taking a major part of his formal program from those faculty

and to play a significant role in the design of the goals and curricular offerings of that group of faculty, his commitment to the college and his potential for development will be greatly increased. It is for student-oriented humanistic purposes that decentralization is sought by the practicum participants at Eastern Campus. The type of decentralization that departmentalization usually creates, however, does not serve student needs. Too often the power base the department develops is used to satisfy the personal needs of its head and to thwart administrative and faculty innovation and leadership. Thus, while the concept of decentralization appears to be a good one, the type most appropriate for Eastern Campus in light of its educational commitments would be one that creates a college within the college. The interdisciplinary assembly has the potential for developing into such an academic unit. To realize this goal educational and administrative leadership, as well as physical and financial resources, must be included in its design.

The second assumption the participants have made deals with the problems of institutional flexibility and educational program change. Community colleges, as public institutions, are created out of public need. Their characteristics and programs should reflect the educational needs of its service area. Complicating this mission is the fact that increasing mobility, changing family and interpersonal relations, scientific and technological developments, mass communications,

and other related forces are producing a society where change and tension is the norm. Such an environment implies that individuals and communities will need adaptable educational programs as their characteristics evolve. The challenge facing the community college is to establish itself as an institution capable of dealing with these diverse and changing demands. If a college becomes rigid in program, instruction, or other services it would soon become dysfunctional, unable to serve its community and its students. The student unrest of the late 1960's was, inpart, a reaction against ossified and irrelevant instruction. This is even more of a problem for the community college for its survival depends upon local funding and community support.

The administration of a community college is charged with the responsibility of marshalling the financial, physical, and human resources available to the college goals and to implement its instructional program. The proper basis for the design of an administration structure is through an exploration of the characteristics of the potential student population, an analysis of the community's needs, the implications of the college philosophy and goal statement, and the nature and extent of the educational program. Any attempt, therefore, to impose an administrative structure prior to an understanding of the functional nature of the educational program can only lead to frustration and immediate calls for organizational change. The practicum participants, therefore, are in

agreement with the Campus President's decision of two years ago to impose only a skeletal administrative structure. The needs of the Campus, at that time, were not known. Part of the practicum was, therefore, to discover or become fully aware of those needs. Also, to insure that the organizational patterns proposed by the practicum participants are both functional and flexible, an addition to the governance structure will be recommended.

The Campus commitments to humanistic education and to innovation were made by the Campus Policy Planning Committee, a standing committee composed of representatives from each of the campus constituencies, during the 1971-1972 academic year. While definitions of humanistic education vary, Terry O'Banion's is perhaps the most advanced and challenging. Simply stated humanistic education requires that a "concern for human development must become a central focus of education." (10) More specifically this implies:

1. Student needs become the subject matter and content of instruction.
2. Obstacles and barriers to learning such as testing programs, primitive grading, probation regulations, and rectangular classrooms be evaluated and removed.
3. Teachers are made accountable for student learning rather than for the presentation of knowledge.
4. Student-related behavioral objectives are specified. Student participation is sought in the development of the objectives. The student is allowed to evaluate his own progress.
5. The differences between teacher and learner becomes less obvious. The teacher becomes a developmental facilitator. He exhibits characteristics as being open-minded, democratic, caring, tolerant, supporting, accepting, and understanding.

(11)

Such a commitment obviously implies change, openness, and innovation because it is doubtful that any presently existing college matches O'Banion's model. A precondition for such change would include an experimental climate that can accomodate and evaluate knowledge of new developments in curricular construction, technological teaching/learning aids, and groups and individual processes. Goals such as those stated also have implications for administrative roles and organizational patterns. The administrator must be an educational leader who will be willing to allow, aid, and abet the process. He will have to display the humanistic teacher characteristics O'Banion tests.

The fourth assumption is based on Richard Richardson's description and analysis of two models of administrative organization, the bureaucratic and the participative. The former is designed for maximum control of people. Authority and decision making is concentrated in the hands of a few; specialization of function and standardization of procedure is stressed. The main flow of the model is that it is based on theory X assumptions; it treats subordinates, in this case faculty and student, as children. It does not provide an outlet for higher level psychological needs and human growth potential. Organizational patterns of the bureaucratic type usually created adaptive behavior on the part of subordinates. As a consequence, organizational demands and goals and individual needs and interests differ. Outputs are adversely affected. (12)

In any organization specialization is needed. This is obtained by limiting the scope of an individual's responsibilities and taking advantage of repetitive experience. Specialization is often marked, however, by a decreasing interest in the larger objectives of the organization since the contribution of the individual constitutes a small segment of the total institution's efforts. (13) This is an unfavorable situation. Positive staff attitudes and commitments are essential to a healthy organization. The latter tend to increase with increasing participation and significance of contribution the individual is allowed to make.

The participative model of administration responds favorably to the problem areas of the bureaucratic model. Unlike the bureaucratic model where it is assumed that everyone can be fit into a position, the participative model is built upon the needs and growth potentials of people. It's features include:

1. Each area of specialization is interdependent with all other areas, vertically and horizontally.
2. Overlapping responsibilities are considered natural and desirable.
3. There are multiple channels of communication and reporting.
4. Job descriptions and priorities are developed through mutual discussions between participants.
5. The organizational structure is pliable and changes frequently to coincide with new conditions and requirements.

For the type of administrative positions under discussion in this report, the participative model would suggest that the tasks assigned to these administrators would include all the implementation of all the goals of the college. He or she

would "report" to all second level administrators and be accountable to each for certain responsibilities. This helps to convey the idea that all faculty members are responsible for the total process of human development. Also, his job description would vary from year to year according to organizational need as well as personal interests and strengths. The practicum participants, because of the implications of the three previous assumptions, favor the participative model.

III. PROCEDURES

As a result of the complaints voiced at the September 20, 1973, Faculty Senate meeting, the problem of a lack of an administrative position at the faculty-administrative interface was identified. At that meeting, Burger and Jelfo suggested a committee be formed to work with the President to solve the numerous problems mentioned by the faculty. After informally contacting the President as to his receptiveness to the proposal, a faculty-administrative committee was formed composed of the Campus President, the five second echelon administrators, and the Executive Council of the Faculty Senate, of which both Burger and Jelfo were members. Burger was elected chairman of the committee.

During the initial phases of the functioning of the committee, many local documents were compiled including the philosophy and goals statements of the Eastern Campus. Two important decisions were made early in the deliberations of the committee. The first

was to base the committee's studies and recommendations from an analysis of the goals of the college. The second was to develop new positions whose holders would be committed to the implementation of all the goals of the colleges. Their responsibilities would, as much as possible, reflect that commitment.

As a result of some early confusion or seemingly lack of committee progress, Burger developed a procedural model to direct the committee activities. This model directed task groups to produce a position paper for each of the five goal areas of the college. The task groups were composed of the administrator functionally responsible for that area and one or two faculty members. The position paper was presented to the full committee for discussion, modification, and/or addition. Deliberation and analysis continued until a consensus was reached concerning appropriateness of the content of the position paper.

At that point, the position paper was sent to various sub-committees composed of members of the main committee and other faculty members. Their objectives were to analyze the position paper, ascertain what specific tasks were required to implement the goal, determine where faculty involvement was necessary, and decide whether a faculty-administrative position was necessary for its facilitation. It is interesting to note that over twenty of the thirty-six full-time faculty were involved in this process.

After all the position papers on college goals have been presented and passed on to sub-committee task groups, the findings

of the task groups will be presented to the main committee. The committee will then discuss, modify, add or delete, and arrive at a consensus as to the appropriateness of all the tasks. At that point the committee will attempt to assign the tasks that require facilitation to a specific faculty-administrative position. It is expected that a lively debate and discussion will result at that time, for some committee members favor an interdisciplinary cluster approach and others favor a divisional or departmental arrangement. Since the Campus President is a member of the committee, it is assumed that committee decisions will be implemented.

At the time of this writing the committee has completed its deliberation of only two goal area position papers with three others to be considered. The practicum participants, however, as previously agreed upon, have attempted to go beyond what the committee has completed. They have, on their own, finished analyzing the position papers, ascertained the resulting tasks, and proposed a structure. It should be realized that their list and assignment of tasks may differ from what the committee eventually decides upon.

The functioning of the committee has generated a considerable amount of interest and enthusiasm among the faculty and administration. An indirect result of the committee's activity has been the writing of a grant proposal (Fund for the Improvement of Post Secondary Education) to fund training and in-service activities for the new positions and for the faculty

working within this unique structure. Practicum participant Burger spent many hours in meetings and writing sessions dealing with the preparation of the grant proposal.

IV. RESULTS

The following is a list of administrative responsibilities that the practicum participants developed from their analysis fo the position papers, their participation in committee and task group deliberations, and their previously described theoretical assumptions. Since the committee has not completed its deliberations, the participants had to make these projections on their own.

College Goal Area Number 1 - Academic preparation for advanced formal study. The Arts and Sciences curriculum at Cuyahoga Community College includes those courses normally taken in the first two years of a traditional four year Bachelor's degree program. The student may follow this University Parallel sequence for one or two years and them transfer as a sophomore or junior to a four year institution to continue working toward his Bachelor's degree.

A. To initiate, review, and recommend revisions to new and existing curricula.

B. To review and evaluate course outlines and syllabi.

C. To participate in and coordiante the recuritment and selection of full-time and part-time faculty.

D. To coordinate a process for the selection and supervision of non-academic personnel in the unit.

E. To coordinate and participate in the development of the class schedule and assignment of instructors.

F. To supervise the preparation of requisitions, maintenance, and inventory of physical property assigned to that unit.

G. To work with faculty to develop and improve library and other instructional resources required by the division.

H. To participate in the development and administration of the division or unit budget.

I. To develop and implement with full-time and part-time faculty effective evaluation procedures to improve the quality of instruction.

J. To improve articulation between the college and the four year colleges and universities as to competencies required at the junior level.

K. To be involved in the follow-up of graduates as to performance (success) at senior institutions.

L. To assist in the formation and improvement of the developmental education program.

M. To design and implement an effective in-service program based on faculty needs and aimed at the improvement of instruction.

N. To facilitate faculty activities for the selection of textbooks and supplementary materials.

O. To facilitate communication between all facets of the college.

College Goal Area Number 2 - Career Preparation. A broad range of Technological, Business, and other occupational offerings are available at the College. Course sequences prepare students for careers in fields where increasingly critical manpower shortages exist. The Career Program at Tri-C also offers courses for those who wish to refresh or improve their present skills.

A. To assist in the initiation and development of caree technical programs.

B. To assist in the evaluation and revision of Career programs on a continuing basis.

C. To encourage career program faculty to share information and contacts with unit and community service area for developing new non-credit and in-service programs.

D. To coordinate faculty involvement in high school visitation and student recruitment.

E. To participate in the development and administration of the program budget.

F. To develop and implement with full-time and part-time faculty effective evaluation procedures to improve the quality of instruction.

G. To improve articulation between the college and employers as to competencies required for those careers and success of graduates.

H. To participate in and coordinate the recruitment and selection of full-time and part-time faculty.

I. To design and implement an effective in-service program based on faculty needs aimed at the improvement of instruction.

J. To facilitate faculty activities for the selection of textbooks and supplementary materials.

K. To facilitate communication between the career programs and other facets of the college community.

L. To coordinate and participate in the development of the class schedule and assignment of instructors.

M. To supervise the preparation of requisitions, maintenance, and inventory of physical property assigned to the career programs in that unit.

N. To develop and improve library and other instructional resources required by career programs in the unit.

O. To work with career faculty and Campus Placement Office in the identification of employment opportunities and placement of students.

P. To supervise all clerical and "administrivia" tasks for the career programs assigned to the unit.

College Goal Area Number 3 - Community services, adult education. As a result of its close identification with the needs of the community, the College is able to provide representative cultural, educational, and occupational offerings as determined by public interest. Community services are offered in cooperation with other educational institutions, business, labor, government, health agencies, individuals, and organizations within the community.

A. To encourage a greater degree of faculty involvement in this area. Specifically, faculty participation on committees, teaching non-credit courses planning and executing workshops and seminars, and involvement in special community programs.

B. To facilitate greater communication between full-time credit faculty and part-time non-credit instructors.

C. Investigate and implement changes in the existing College-Community services interface. These might include:

1. Institutional commitment for full-time faculty teaching non-credit courses as part of their regular load.
2. Increasing involvement and consideration of the non-credit instructors.
3. In general, decrease the simplistic division of credit and non-credit courses.
4. Facilitating a stronger faculty-community relationship.
5. Encourage use of non-credit courses as a testing ground for credit courses.

College Goal Area Number 4 - General Education. A prime concern of the College is the imparting of the knowledge, skills, and attitudes needed by each individual if he is to be effective as a person, as a member of a family, as a worker, and as a citizen in a free society.

A. To encourage and participate in the creation of new general education courses and programs.

B. To explore ways the existing courses can become more student need oriented (Gen. Ed.).

C. To arrange and coordinate in-service activities focused on General Education.

D. To develop the General Education functions of the unit.

College Goal Area Number 5 - Education and occupational counseling; Student personnel service. Comprehensive counseling service is stressed to assist both full-time and part-time students in the selection and pursuit of goals compatible with their interests, aptitudes, and values.

A. To assist in the design and implementation of the student orientation program.

B. To facilitate communication between the counseling staff and the faculty in respect to career information.

C. To arrange and coordinate counseling related in-service activities for the faculty.

D. To facilitate faculty involvement in visitations to area

high schools, student recruitment, and public relation activities.

E. To work with the Director of Student Activities to involve faculty in such student activities as student government, social activities, and writing of student publications.

F. To encourage faculty to sponsor activities outside the classroom based on perceived student needs.

G. To encourage faculty participation in the identification of employment opportunities and assisting in the placement of students in cooperation with the Campus Placement Office.

H. To facilitate the involvement of faculty and counseling staff in the basic education program.

V. RECOMMENDATIONS

The following are the basic assumptions and criteria that guided the decisions as to what tasks should be accomplished and who should be responsible for implementation and facilitation:

1. The faculty will be housed in interdisciplinary clusters to allow for a greater degree of autonomy and innovation.
2. Each position at the faculty-administrative interface should be responsible for as many of the goals of the campus college as possible.
3. The structure should be open, flexible, and change oriented to facilitate an open, creative and experimental environment.
4. Since the emphasis at Eastern Campus is upon humanistic and innovative instruction, the participants, when dissecting the tasks, asked the question, "Does it really have to be done by someone who has subject matter expertise?" On the other hand, since the faculty including the practicum participants are still somewhat oriented toward traditional academic division organizations, some tasks may not be assigned to the cluster head that theoretically could be. It is hoped that the yearly evaluation and inservice programs will change these assignments if faculty are able to break from their traditional orientations.
5. The structure must be easily changed for present goals differ from future goals (Form and Function).
6. A commitment to the teaching/learning process with emphasis upon facilitating instructional improvement

appropriate to the wide variety of students and programs.

7. A commitment to the goals of the college and to the comcept of a comprehensive community college.
8. To attempt to not be bound by tradition or previous bias in attacking the problem of structure.

The practicum participants thereby made the following four recommendations:

1. Interdisciplinary housing should be retained. The faculty cluster should include faculty representative of each of the campus educational programs - academic transfer, general education, and occupational-technical counseling. The number of faculty in each cluster should not exceed fifteen. So that faculty can find commonalities to institute a unique or identifiable program, care should be taken in the placement of faculty in each cluster.

2. Two types of leadership positions, with different job descriptions, should be established. Three cluster leaders should be appointed to coordinate activities and facilitate the attainment of college goals for each group of interdisciplinary housed faculty. Division or Career Program leaders should also be appointed to coordinate activities of related academic disciplines (i.e. social sciences, humanities, sciences) or career programs (health technologies). Their respective job descriptions follow:

   Cluster Leader

   A. To participate in and coordinate with the Division Leader the recruitment and selection of full-time and part-time faculty.

   B. To coordinate a process for the selection and supervision of non-academic personnel in the unit.

   C. To coordinate and participate with the Division Leader in the development of the class schedule and assignment of the instructors.

   D. To supervise with the Division Leader the preparation of requisitions, maintenance, and inventory of physical property assigned to that unit.

   E. To work with faculty to develop and improve library and other instructional resources required by the division.

F. To participate with the Division Leader in the development and administration of the division or unit budget.

G. To develop and implement with the Division Leader and with full-time and part-time faculty effective evaluation procedures to improve the quality of instruction.

H. To be involved with the Division Leader in the follow-up of graduates as to performance at senior institutions.

I. To assist in the formation and improvement of basic education programs to remove student deficiencies.

J. To design and implement an effective in-service program based on faculty needs aimed at the improvement of instruction.

K. To facilitate faculty activities for the selection of textbooks and supplementary materials.

L. To develop and implement with the Division Leader a supervision program for part-time faculty.

M. To facilitate communication between all facets of the college.

N. To supervise and facilitate all clerical and "administrivia" for the unit.

O. To encourage a greater degree of faculty involvement in the community services area. Specifically, faculty participation on committees, teaching non-credit courses, planning and executing workshops and seminars, and involvement in special community programs.

P. To facilitate with the Division Leader greater communication between full-time credit faculty and part-time non-credit instructors.

Q. Investigate and implement changes in the existing college-community services interface.

R. To encourage and participate in the creation of new general education courses and programs.

S. To explore with the Division Leader ways with which the existing courses can become more student need oriented.

T. To arrange and coordinate in-service activities focused on general education.

U. To develop the general education functions of the unit.

V. To assist, with the Division Leader, in the design and implementation of the student orientation program.

W. To arrange and coordinate counseling related in-service activities for the faculty.

X. To facilitate faculty involvement in visitations to area high schools, student recruitment, and public relation activities.

Y. To work with the Director of Student Activities to involve faculty in such student activities as student government, social activities, and writing of student publications.

Z. To work with the Division Leader to encourage faculty to sponsor activities outside the classroom based on perceived student needs.

AA. To encourage faculty participation in the identification of employment opportunities and assisting in the placement of students in cooperation with the Campus Placement Office.

BB. To facilitate the involvement of faculty and counseling staff in the basic education program.

Division or Program Leader

A. To initiate, review, and recommend revisions to new and existing curricula.

B. To review and evaluate course outlines and syllabi.

C. To work with the Cluster Leader to participate in and coordinate the recruitment and selection of full-time and part-time faculty.

D. To work with the Cluster Leader to coordinate and participate in the development of the class schedule and assignment of instructors.

E. To work with the Cluster Leader to supervise the preparation of requisitions, maintenance, and inventory of physical property assigned to that unit.

F. To work with the Cluster Leader to participate in the development and administration of the division or unit budget.

G. To work with the Cluster Leader to develop and implement with full-time and part-time faculty effective evaluation procedures to improve the quality of instruction.

H. To improve articulation between the college and the four year colleges and universities as to competencies required at the junior level.

I. To work with the Cluster Leader to be involved in the follow-up of graduates as to performance at senior institutions.

J. To work with the Cluster Leader to develop and implement a supervision program for part-time faculty.

K. To assist in the initiation and development of career technical programs.

L. To assist in the evaluation and revision of Career Programs on a continuing basis.

M. To encourage career program faculty to share information and contacts with unit and community service area for developing new non-credit and in-service programs.

N. To coordinate faculty involvement in high school visitation and student recruitment.

O. To participate in the development and administration of the program budget.

P. Improve articulation between the college and employers as to competencies required for those careers and success of graduates.

Q. To facilitate communication between the career programs and other facets of the college community.

R. To work with career faculty and Campus Placement Office in the identification of employment opportunities and placement of students.

S. To work with the Cluster Leader to facilitate greater communication between full-time credit faculty and part-time non-credit instructors.

T. To work with the Cluster Leader to explore ways the

existing courses can become more student need oriented.

U. To work with the Cluster Leader to assist in the design and implementation of the student orientation program.

V. To facilitate communication between the counseling staff and the faculty in respect to career information.

W. To work with the Cluster Leader to encourage faculty to sponsor activities outside the classroom based on perceived student needs.

3. In view of the fact that most of the faculty received traditional graduate school preparation within an academic discipline other than education, an extensive in-service program should be implemented for the persons assigned to these new positions.

4. To maintain consonance with college goals and instructional program needs a committee composed of representatives of each of the campus constituencies should be established to evaluate yearly the responsibilities of the new position. This committee should have funds at its disposal to hire an educational consultant each year to assist them in this task.

VI. PERSONAL SUMMARIES

Donald T. Jelfo - The outcomes or changes brought about by this practicum are of two types, institutional and personal. An organizational problem was identified and a committee was established to deal with the problem. The nature of the committee's composition and activities represents an important development for the Campus governance structure. As perceived by this writer, this was the first true case of shared authority in the history of the Campus. Administration and faculty met on an equal basis and it was known early in the deliberations of the committee that its report would be implemented. All other campus committees are of the recommending variety. Representatives

on such committees do not experience meaningful participation in decision making. Faculty morale on most committees is low. It is hoped this first move towards shared authority will be followed by others.

Through the committee mentioned above, this writer became not only better acquainted with Campus administrators, particularly the President, but also more understanding of their perspective and function. The committee's collegial, task-oriented procedure lessened faculty suspicions of administrative power conspiracies. Again as a result of the procedure adopted, at least two-thirds of the full-time faculty are directly involved in the problem under discussion. This has increased faculty awareness, concern, and trust.

Since the committee decided to examine and analyze college goals, both the administration and the faculty, probably for the first time, examined the total educational program as it is functioning and as it should function. Everyone was made aware of all aspects of college activities. This condition should contiune if the recommendations of the practicum participants are accepted as a whole. For this writer, the experience of examining all college goals was especially fruitful. New interests in general education and community services programs were acquired. Administrative experience must have also been a good one. Notice was taken of the leadership the practicum participants exercised. Both were asked to lead in-service meetings for the benefit of the administrators on college

governance. One administrator was so impressed by the quality of the Nova program, as evidence by the practicum participants behavior, that he has applied for admission into the program.

The President has given not only a firm commitment that he will implement the committee's decisions, he has also provided money for new faculty-administrative positions for the 1974-75 academic year. Thus, new positions will be created to coordinate the educational programs of the Campus. The resources for meaningful decentralization should follow. The Campus should function more effectively next year because of these changes.

Vernon K. Burger - The participant views the outcomes of the practicum on college governance to fall into three basic categories. The outcomes are subdivided into direct outcomes, indirect outcomes, and personal growth and involvement.

The direct outcome was to accomplish the purposes or "expectations" of the practicum. The participant did become knowledgable on governance and administrative structures at the faculty-administrative interface as evidenced by the books read and the information presented in Section II. The participant was involved in the committee to develop this structure and served as its chairman. The committee didn't finish its deliberations, as predicted, and the participants did complete a proposed structure and implementation.

The indirect outcomes as a result of the activities of this practicum were as follows:

1. A commitment by administration that the results of the committee will be implemented as proposed.

2. An involvement by faculty in a decision involving administrative structure.

3. A greater degree of shared authority was effected.

4. A faculty-administrative committee was formed to study a particular problem, recommend a solution, and implement the results.

5. The participants actually analyzed a real problem and recommended a viable solution consistent with college goals.

6. The new positions were budgeted for the 1974-75 school year.

7. There was an increased faculty involvement in decision making with more than half being involved in the process.

8. The participants created a favorable impression with the college administration as to knowledge of governance and ability to apply theory and in general created a very favorable image of Nova University and its program. Administrators have asked the participants to give an in-service meeting on governance for administration.

The outcomes as to personal growth and amount of involvement are as follows:

1. Burger served as chairman of the committee.

2. Burger gave a presentation to the general faculty about the purposes and procedures of the committee resulting in increased faculty involvement.

3. The participants spent more than the projected 100 hours on the practicum and its related activities.

4. The participants worked with administrators on an equal basis and built a greater level of understanding and trust.

5. The participants learned a great deal of theory and practice about college governance.

FOOTNOTES

1. Eastern Campus Faculty Senate Minutes, September 20, 1973.

2. Paul L. Dressel and Donald J. Richard, "The University Department: Retrospect and Prospect." Journal of Higher Education, XLI, No. 5, May, 1970; p. 399.

3. Ibid., p. 394-95.

4. Algo Henderson, The Innovative Spirit. San Francisco : Jossey-Bass, 1970, p. 82.

5. Gerry G. Graff and associates, The Cluster College. San Francisco: Jossey-Bass, 1970, p. 38-39.

6. Ibid., p. 10.

7. James G. Rid, "General Education : Has its Time Come Again?" Journal of Higher Education, XLVIII, No. 7, p. 51.

8. Cuyahoga Community College Catalogue, 1973-74, p. 29.

9. Marvin Peterson, "Decentralization : A Strategic Approach." Journal of Higher Education, XLII, No. 6, June, 1971; p. 521.

10. Terry O'Banion, "Humanizing Education in the Community College." Journal of Higher Education, XLII, No. 11, Nov. 1971; p. 661.

11. Ibid., pp. 662-666.

12. Richard C. Richardson, Clyde Blocker, and Louis Bender, Governance for the Two-Year College. Englewood Cliffs, Prentice-Hall, 1972, p. 84-85.

13. Ibid., p. 98, 136.

14. Ibid., p. 123

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 22 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION